

# **Fine Arts - Visual Art Course Descriptive Guide Second Grade [1997]**

## ***Course Description***

The visual arts standards are designed to teach first an active participation in the creation of artwork. The Core then provides the opportunity to learn the other significant attributes of art such as aesthetics and the relationship of art to other learning.

The four standards are laid out in a sequence that suggests an increasing level of difficulty in skill and knowledge. The first standard deals with the use of art tools, materials, and processes. To be successful in an art program, a student must gain a degree of control and a measure of confidence with art materials and techniques. The second standard is concerned with students looking to significant works of art to recognize the elements and principles, and, once having seen how they function in those masterful pieces, the students use complex thinking to apply them in their own art. The third standard brings the students an understanding of the content and aesthetics of artwork as they are led to effectively communicate by expressing meanings, ideas, and stories through art elements and principles and a variety of art materials. The fourth standard stages activities that give the students a personal sense of visual arts heritage and responsible citizenship in the arts as well as using their art skills in a collaborative mode to develop and enhance all learning.

Teaching these standards in order will provide a smooth progression of skills. However, once a standard has been introduced, it is not necessary to complete all the indicators of every objective before moving on to the next standard. The next standard can be introduced while maintaining a practice and continuation of the one(s) preceding it. Ideally, during the last few weeks of the school year, the students should be working with all four standards as there is a great deal of educational value arising from the interrelationship and interdependence of all the standards.

## ***Core Standards of the Course***

**TOPIC:** Making

### ***STANDARD:***

The student will explore and refine skills with art materials, techniques, and processes.

### ***OBJECTIVES:***

Explore a variety of art materials while learning new techniques and processes.

- Include new or novel art materials in the creation of artworks.
- Use and develop skills for beginning a drawing and other kinds of art; e.g., blocking-in, stick figures, gestures.
- Color and draw pictures with the sky band extending down from the top of the page to the tops of the mountains, buildings, or horizon.
- Draw vertical objects, such as telephone poles, chimneys, or trees, straight up and down rather than slanting out from the surfaces upon which they may rest.
- Portray people and objects in a more natural size relationship.
- Overlap objects as a method to create a sense of depth in a work of art.
- Create an image of a person or object by copying its outline or contour onto a piece of paper.
- Make simple patterns by repeating dots, lines, shapes, and colors.
- Divide and use colors into "warm" or "cool" groups.

Handle art materials in a safe and responsible manner.

- Avoid contact with/or inhaling fumes from art materials.
- Store art materials in secure containers so they'll last as long as possible.
- Clean and put back to order art making areas after projects.
- Respect other students' artworks as well as one's own.

## **TOPIC:** Perceiving

### **STANDARD:**

The student will analyze, reflect on, and apply the structures of art.

### **OBJECTIVES:**

Analyze and reflect on works of art by their elements and principles.

- Identify significant works of art that have the appearance of depth.
- Discuss how the use of overlapping objects creates depth in significant artworks.
- Discuss how size may contribute to creating a sense of depth; e.g., two people the same height may appear to be different sizes if one is placed far in the background and the other is placed in the foreground.
- Identify the use of secondary and tertiary colors in works of art.

Create works of art using the elements and principles.

- Create a work of art with several figures whose sizes in the work indicate their position in the foreground or background.
- Color or paint a work of art using predominantly "warm" or "cool" colors.

## **TOPIC:** Expressing

### **STANDARD:**

The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

### **OBJECTIVES:**

Explore possible content and purposes in significant works of art.

- Suggest and investigate possible meanings, stories, or interpretations in works of art.
- Speculate whether the meaning of a piece of art had changed from its creation to the present.
- Speculate whether buildings have meanings or portray stories.
- Discuss the effect an abundance of warm or cool colors has on the mood of artworks suggested for this grade level.
- Distinguish between realistic and nonrepresentational works of art.
- Describe how line, shape, color, and texture are used to express ideas or convey stories in art.

Discuss and choose symbols, ideas, subject matter, meanings, and purposes for artworks.

- Portray an idea or short story in the students' own art work.
- Create a work of art that celebrates an important personal or historical day.
- Explore the functions of art.

Strategy Example:

Such questions as the following may be used: Are there pieces of art with which you can cook? What kinds of art are used in celebrating events such as holidays or Olympic competitions? Are there some kinds of art that are not meant to be permanent? Is art used when people worship in various churches? Just what is the purpose of art that hangs on a wall or stands in a garden?

## **TOPIC:** Contextualizing

### **STANDARD:**

The student will interpret and apply visual arts in relation to cultures, history, and all learning.

### **OBJECTIVES:**

Discover cultures by looking at arts.

- Connect two or more cultures in your neighborhood with the art forms for which they are known.
- Hypothesize why museums collect and display old works of art.

Connect kinds of art with particular cultures, times, or places.

- Begin to understand the effects that locations and the availability of materials have on buildings and crafts of local cultures.
- Connect artworks with their use in celebrations or ceremonies; e.g., parades, powwows, state fairs.

Recognize the connections of visual arts to all learning.

- Create a work of art that reflects part of family history/traditions or neighborhood history/culture.
- Practice sketching as a means of scientific observation or record keeping.
- Suggested masterworks and artists for second grade:
  - "Keeper of the Gate" by Dennis Smith
  - "Wash Day in Brigham City" by Calvin Fletcher
  - "Youthful Games" by Gary E. Smith
  - "Ranchos Church" or flower works by Georgia O'Keeffe
  - "Peasant Dance" by Pieter Bruegel the Elder
  - "The I and the Village" by Marc Chagall
  - "The Blue Boy" by Thomas Gainsborough
  - "The Virgin Forest" by Henri Rousseau
  - "The Gleaners" by Jean-Fran(ois Millet
  - "Parade" by Jacob Lawrence
  - "Black Earthenware Bowl" (or other ceramic works) by Maria Martinez
- Any significant work of art with which the teacher is familiar and appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.